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ABSTRACT

This paper contains executive summaries of the productivity-quality efforts of nine independent Illinois colleges and universities. The summaries typically include descriptions of the type of student population served, the type of campus, the institution's mission statement, and major areas in which degrees are offered. Specific initiatives to improve productivity and quality are detailed. Many papers describe technological improvements and how they have been both implemented on campus and integrated into course curricula. Increased instructional productivity and public service productivity are discussed, as are improvements in: expenditures against priorities; scholarships and grants; access to and employment of computers; staffing; student retention; hiring, promotion and tenure policies; and new program development. Many summaries include financial statements of savings that resulted from elimination or consolidation of programs, and from electronic data processing. Included are the reports of the following institutions: (1) Columbia College; (2) Eureka College; (3) Greenville College; (4) Lakeview College of Nursing; (5) Lewis University; (6) MacMurray College; (7) McKendree College; (8) North Central College; and (9) Rosary College. (MAH)

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Independent Colleges and Universities
Priorities, Quality, and Productivity
Executive Summaries

Reports were submitted by the following institutions: Columbia College Chicago, Eureka College, Greenville College, Lakeview College of Nursing, Lewis University, MacMurray College, McKendree College, North Central College, and Rosary College.

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Productivity, Quality, and Productivity Report
Columbia College Chicago

Introduction

In the 1960's, President Mike Alexandroff established the educational mission and values that transformed Columbia College Chicago from a small broadcast school into the dynamic institution it is today -- Illinois' fifth largest educational institution and a respected innovator in undergraduate education in arts and communication. The foundations of his vision were straightforward, but at the time radical: that anyone who wanted to take up the challenge of a college education should have the chance to do so, that learning is an individual experience, and that students learn most effectively through experience under the guidance of faculty who are active in their professions. Although much has changed in the intervening years, those basic values are as relevant to the issues of higher education today as they were when President Alexandroff first articulated them.

In the Fall of 1994, President John Duff led the Columbia College community in renewing its commitment to the principles articulated in the mission. Because faculty play a central role in the life of the College, he called upon them to examine how to best apply the underlying values of the mission to the challenges and opportunities brought about by thirty years of institutional growth and maturation together with compelling social, economic and cultural changes. Students, staff, trustees, and alumni were also asked to examine these issues. Following these discussions, President Duff convened the Technology Planning Committee and the President's Planning Advisory Committee and asked them to consider the recommendations of members of the College community in order to identify those issues most critical to the College's continued fulfillment of its mission and then to recommend major policies regarding those critical issues.

In the last year, these bodies have made policy recommendations that set the institutions long-term priorities and represent planning decisions intended to reallocate resources to these institutional priorities. The President, the Board of Trustees, and the College Council all considered these recommendations, and with minor revisions, adopted them as College policy. Consequently, in the last fiscal year, Columbia College has made several high-level decisions to focus on these priorities that will strengthen the quality of its educational efforts and improve the productivity of its operations.

The following report describes the College's strategic decisions to focus on its highest priorities for the fiscal year 1996.

Technology

Rapidly expanding technology has changed and continues to change the fabric of daily commerce, art, and communication. Educational institutions must adapt to this fact in order to survive. Columbia College recognizes that information technology is dramatically reshaping the arts and media professions and is acting to embrace this new technology. The College also recognizes that

information technology offers new ways for faculty to teach and new opportunities for students to learn. Lastly, the College recognizes that information technology can increase personal and institutional productivity. The College made the following institutional decisions to address these issues.

Hiring of an Information Technology Officer. In fiscal year 1996, the College created a new administrative position at the Associate Academic Dean level to coordinate information technology decision-making. The new dean has greatly accelerated a coordinated and productive response to technology issues.

Creation of a Multi-Media major. The Interactive Multimedia Major at Columbia College has been created to meet the educational opportunities and needs created by the rise of a new industry and art form: interactive multimedia. This new art form offers new modes of communication as well as a growing array of employment opportunities. At present, there are no institutions of higher education in the Chicago area offering a four-year baccalaureate program and demand and interest from potential students has been extremely high. Because the new major will use existing faculty and equipment, the College has significantly reduced the per-student cost for this new major.

FY1996 Savings	$400,000	Long-Term Savings	$650,000

Installation of Fiber Optic Network. Because of the tremendous gains in networking technology, higher education has the opportunity to develop more effective ways of communicating and doing business as well as providing new learning opportunities for students. To respond to this challenge, Columbia College has installed a fiber optic network that links all faculty and staff, and will eventually link all students. The College has already seen gains in productivity and quality. For example, faculty now advise and register students in their offices which has reduced registration costs and improved the quality of advising. While the cost savings cannot be predicted at this time, the College expects significant savings.

Integration of Technology Across the Curriculum. To encourage the integration of technology into the curriculum of the various disciplines, the College has undertaken a program review of information technology needs for each academic department. To insure that the acquisition of technology is productive and cost-effective, the College established two guiding principles: 1) departments must consult with and cooperate with other academic departments before making technology requests, and 2) priority is set on educating undergraduates to current, widely held industry standards and not attempting to provide "cutting edge" training. Using these guiding principles, the College made significant gains in integrating technology across the curriculum: the Television and Film/Video departments are jointly sharing digital editing technology; The Photography department has added a new emphasis in digital technology; most advanced classes in Art and Design use information technology; and the Journalism, Management, and Marketing departments have added new discipline specific computer labs.

Student Access. The College is significantly expanding student access to general purpose computer facilities. In the last fiscal year, the College added a "super lab" that provides students in any discipline with networked personal computers equipped with productivity software.

Involvement of Faculty and Staff. To avoid answering a host of difficult technology questions in a "crisis/lurch-crisis/lurch" manner, the College has established a Technology Roundtable. The Roundtable is a tool to engage the faculty and staff in a bottom-up dynamic to foster the productive and purposeful introduction of technology. In the last fiscal year, Roundtable members have begun to share resources and knowledge and to advise the administration on technology decision-making. The College believes the Roundtable will prove invaluable in setting priorities, strengthening quality, and improving productivity as the role of technology expands at the College.

Retention

The College has placed the retention and graduation of undergraduates at the center of the College's educational objectives in the upcoming years. The College believes that open admissions carries a special responsibility to help every student complete their college education without sacrificing academic and creative standards. Consequently, the College has decided to provide intense, personalized assessment and intervention for all new students through a mix of mandatory and voluntary programs. Furthermore, Columbia College has established that while retention is a college-wide effort, the most important role belongs to the faculty. The faculty know students best, spend the most time with them, and have the greatest opportunity to affect their academic progress. The methods suggested in these programs reflect nationwide research which indicate that the most effective retention strategies are proactive, college-wide, and faculty based. To address these retention issues, the College made the following institutional decisions in the last fiscal year.

Creation of Freshman Seminar Program

The College has established the Freshman Seminar Program as the cornerstone of the College's retention initiative. The program is a college-wide, faculty based program which introduces freshmen to college-level academic work while simultaneously integrating the students into the life of the College. In the last fiscal year, the College has committed significant faculty, staff, and physical resources and has placed the program at the center of various curricular reforms so as to better educate new students. Last year, the College offered over 20 sections of the course.

The College expects the quality of instruction to improve dramatically as senior faculty work with new faculty to explore methods of effective pedagogy for new students. The College's best faculty, who historically tended to teach advanced level courses, are now teaching the seminar and bringing their expertise to this laboratory-like setting. The College expects that increasing resources directed to beginning students will be productive because new students are most vulnerable to drop out; retention of more of these students will reduce the College's dependence on new student recruitment to maintain and increase enrollment. Because the program is new, it

is too early to predict cost savings but the College expects long-term savings because it is less expensive to retain a student than to recruit a new one.

Enhanced Faculty Advising and Registration Process

In the last fiscal year, the College moved from an informal academic advising system with a cumbersome registration process for new students to a simple and streamlined registration process that links each student to a specific full-time faculty advisor. The role of faculty has significantly changed because they now assist students in preparing an academic plan and exploring the challenges of achieving a college education. Informal feedback from students and faculty has been very positive. The streamlined registration process using full-time faculty also reduced overall costs while improving service to students.

FY1996 Savings $20,000 Long-Term Savings $150,000

Instructional Productivity

The College has identified technology and retention as its highest institutional priorities; it is necessary, therefore, to generate resources for reinvestment in these areas. Because the College is committed to holding down tuition increases and remaining among the most affordable private four year colleges and universities in Illinois, it must look to maximize productivity, consolidate resources, and consider new revenue streams to generate resources for reinvestment. In the last fiscal year, the College has made several decisions in the area of instructional productivity to generate these resources. They are as follows.

Elimination of Master of Arts in Science. The MAT in Science program had few students and elicited little interest from prospective students. The program was not central to the overall mission of the College and several similar educational opportunities exist in the region. Therefore, the College eliminated the program.

FY1996 Savings $10,000 Long-Term Savings $50,000

Creation of a Continuing Education Division. As a leading institution of higher education in the arts and communications, Columbia College has decided to extend its resources to the adult population of the metropolitan region. Because the division uses existing resources when they are not being used and the cost per student is less than for degree programs, the division will generate revenue for the College which will be reinvested in high priority areas.

FY1996 Savings $0 Long-Term Savings $200,000

Creation of Early Childhood Program. Columbia College and the Erikson Institute have established an undergraduate early childhood teacher education program. The collaboration between the college and Erikson Institute will make possible a unique preservice education for early childhood educators -- one that neither institution could achieve alone. Because of the

sharing of resources across academic units, the per student costs are greatly reduced. In addition, a generous donor has provided significant financial support that further reduces costs.

FY1996 Savings $50,000 Long-Term Savings $250,000

Public Service Productivity

The College has a strong commitment to public service and supports a number of significant cultural and educational entities: The Museum of Contemporary Photography, Center for Black Music Research, Dance Center of Columbia College, Jazz Ensemble of Chicago, and the Columbia Center for Book and Paper Arts. Although the commitment to such entities remains, the College has decided to move away from using tuition revenue to support expenses other than the basic operation of the academic programs. This approach is again consistent with the College's decision to remain among the most affordable private colleges in Illinois. Therefore, public service units have begun to seek outside income resources to finance their programs. The following is an example.

Dance Center Increases Productivity. The performance component of The Dance Center of Columbia College has moved from an affiliated entity requiring significant College financial support to a revenue producing entity. They accomplished this by decreasing the number of performances and increasing the quality. Consequently, they became more visible and increased their audience.

FY1996 $80,000 Long-Term Savings $400,000

Eureka
College
Chartered 1855

August 7, 1996

Office of the President

TO: Illinois Board of Higher Education

FROM: Eureka College

RE: 1995-96 Report of Productivity Initiatives

Eureka College is a small, single purpose institution, providing instruction preparing students for the degrees of Bachelor of Arts or Bachelor of Science. Founded in 1855, the College mission holds a strong emphasis on broad liberal education, in-depth preparation in a major, and a living/learning environment stressing personal responsibility and involvement. Eureka College is related to the Christian Church (Disciples of Christ), but is under independent control of its own Board of Trustees. While the church relationship is important, denominational support amounts to only slightly over 1/2 of 1% of the annual budget. Over 75% is supported by tuition and fees, with the remainder of the support coming from endowment income, private gifts and grants, and governmental grants. As a tuition-driven institution, all elements of the College planning are constantly assessing expenditures against priorities.

Priorities are determined by the Board of Trustees, by the Academic Divisions, by the Administrative Cabinet, and by individual academic and administrative units. Examples of special initiatives during the 1995-96 year include an intense Cabinet review of mission, goals, and strategic plans; the review of goals and assessment procedures by each academic division; and inter-divisional review of priorities, establishing rankings for program emphasis, faculty addition and equipment purchase.

Institutional priorities emphasized during the year included the provision of instructional support to areas with expanding enrollment; continued building on the implementation of a computer network, and computer access for students; the improvement of key student services; and the continued increase in support through scholarships and grants for students with need.

Key decisions and results include the following:

1. <u>The reallocation of faculty support from the music department to the computer science department.</u>

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Over the past two years, enrollment in computer science courses has grown by over 50%, and the number of intended majors has doubled. At the same time, there are relatively few majors in music, and the enrollment in those programs has not significantly increased. While the music faculty is also heavily involved in service activities with performing groups, priorities directed that one full-time position in music be terminated and a full-time position in computer science be added.

Cost savings - 0
Added Costs - 0
Benefit - Providing support for growth and quality in computer science instruction.

2. Shifting budget allocation for the Library from book purchases to support of computer access for students.

This is a one-time adjustment during the 1995-96 year, determined by the priority for expanding computer access. The local area network was established with multiple additions to computer equipment and services in the Library. Direct access to the Internet and to other research and service components was established.

Cost savings - 0
Added costs - 0
Benefit - Providing vastly improved research opportunities through network access.

3. Reducing support staff in student development to shift resources to the employment of a Director of Career Planning and Placement.

A clear priority for improvement in services to students in the area of career planning and placement was established. In order to fund that position, an Assistant to the Dean of Students position was eliminated, and the position of Secretary to the College Center Manager was reduced to half-time. Student managers were employed on work-study bases to fill hours when the Secretary to the Center was not available.

Cost savings - 0
Added costs - 0
Benefit - Development of quality services in a key area of career planning and placement.

4. Expand financial assistance available to students by reducing administrative costs.

The concern for affordability and access to Eureka

College is a high priority. With a steady diminution of governmental resources for scholarships and grants, the institution has determined a necessity to increase its own allocation for such gift assistance. A part of that concern is to prevent students from being increasingly dependent on heavy loan assistance that will need to be repaid in the future. The College's budget for 1995-96 called for an increase in institutional financial aid from 18.0% to 18.8% of the total budget. It called, accordingly, for a decrease in institutional support (administrative costs) from 13.8% of the budget to 13.1%. Those reductions were distributed throughout the administrative areas involved.

Cost savings - 0
Added costs - 0
Benefit - Support for needy students to make it possible for them to begin or continue their college education.

5. Reducing professional staff in College Relations by increasing time and training of support staff.

The position of Assistant Director of College Relations was reduced to half-time, with work responsibilities shifted to clerical staff, and the clerical position increased by 1/2 time.

Cost savings - $4,000 per year

Benefit - Reduction in expenses without reducing services.

Comments

A number of initiatives to study and consider directions for the future were underway during 1995-96. The College was preparing its institutional self-study in preparation for a review visit by the North Central Association the next year. That self-study included an in-depth evaluation of all aspects of the College, with analysis of strengths and weaknesses -- and directions to be followed in the future. The Trustees called for the appointment of a Residence Living Task Force which has been intensely involved in developing plans for direction for residential facilities and procedures to support the educational experience at the College in the years ahead. The report of that Task Force is anticipated in the coming year.

The Cabinet has determined the need for a campus-wide review of mission and goals, and the development of a broadly revised strategic plan in the 1996-97 year. That determination came through intense review and discussion of the existing statements. That new strategic plan will build upon the work of the academic

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divisions and administrative units in determining priorities for future development. With limits on resources, it will be clear that use of the PQP process will be essential to determine the allocation of those resources.

This report is submitted to the Illinois Board of Higher Education as an illustration of the PQP process at work at Eureka College, and in recognition and appreciation of the relationship between the Illinois Board of Higher Education and the Independent Colleges and Universities of the State.

Respectfully submitted,

EUREKA COLLEGE

George A. Hearne
President

GAH:ljr

PRODUCTIVITY REPORT EXECUTIVE SUMMARY FOR GREENVILLE COLLEGE

Process and Involvement

Greenville College is now in its second century of service and is pursuing a continued commitment to excellence. With encouragement and direction from the Board of Trustees, the college began an intensive strategic planning process in the spring of 1994, starting with revisiting the mission statement (see Appendix). The statement, written by a committee consisting of students, faculty, administrators, trustees, church leaders and alumni, was endorsed in a unanimous vote by faculty and later adopted by the Board of Trustees in November of 1994. The new mission statement serves as the guiding force for all strategic planning.

During the summer of 1994, representatives from every area of the college and the college's constituencies participated in an internal assessment of the college's strengths and weaknesses, as well as the external opportunities and threats which promote or inhibit the fulfillment of the mission. At the same time individual units were asked to develop departmental mission statements. The analysis of the identified strengths, weaknesses, threats, and opportunities along with the institutional and departmental mission statements serve as the framework for the strategic plan.

The entire strategic planning process is characterized by an open system approach, promoting broad participation throughout all sectors of the college. Strategic planning is viewed as an ongoing exercise which sets the foundation for institutional change and development. The overall intent of the strategic plan is to faithfully reflect the Board of Trustee's concern that the mission of the college be fulfilled in a way which "furthers Christ's kingdom to the limits of the resources provided us to prepare students for effective service to God."

After approval of the mission statement, the college community began the process of reviewing its theological assumptions, educational philosophy, and goals and objectives. Approval of these documents occurred during the 1995-1996 academic year, and serve to further assist all units of the college in the annual review of their mission, strategic goals, and expected results (see Appendix). All units are asked annually to submit a review of departmental goals and objectives along with budget requests. These reviews are used by the board, the president and his cabinet, the budget committee, and individual departments to assist in decision making.

To ensure widespread involvement in the ongoing review and implementation of the strategic plan, an annual review of the plan occurs. Each department, appropriate standing committees, academic divisions, administration, and standing committees of the Board of Trustees are involved in the annual review process. The following table identifies the group and the time-line for completion of the review process. Groups reviewing the plan either reaffirm the initiatives, recommend additions, changes or deletions, and prioritize goals for the upcoming year.

Group	Completion Date
Individual Departments	March 15
Faculty and Administrative Committees	April 1
Faculty Council	May 15
Administrative Forum	May 15
Presidents' Cabinet	July 30
Board of Trustee Committees	November Board Meeting

Priorities

The strategic plan is organized into 13 broad initiative areas which fall into three categories: financial vitality (5 initiatives), program quality (5 initiatives), and necessary infrastructure (3 initiatives). Each initiative area addresses specific realities (issues) facing the college in the form of the college's (internal) strengths and weaknesses and/or the environment's (external) opportunities and threats. These initiatives serve as the framework for prioritizing new and continuing activities of the college.

FINANCIAL VITALITY

The five initiatives foundational to financial vitality at Greenville College and the issue driving the initiative include:

- program development: adjust existing programs and develop new programs to support the mission
- recruitment and retention: improve the capacity and performance in recruiting and retaining high quality students
- fiscal health and management: decrease institutional debt, institute budgetary reforms, improve cash flow, and maximize use of all resources
- major donor advancement: secure new sources of financial support
- image enhancement: improve communication with constituents

PROGRAM QUALITY

Program quality is intentionally pursued in five distinct initiatives relating to the following key issues:

- achieving faculty and staff excellence: strengthen program to recruit and retain excellent faculty and staff
- offering an intentionally dynamic core experience to all students: review and adjust curriculum in light of its mission
- promoting an enhanced graduate impact: strengthen career planning and job placement in order to better position graduates to be competitive in the market place
- establishing a culture of assessment and planning: complete self-study and implement assessment plan
- creating a network of external leaders who invest time in student's lives: implement program to engage resources (individuals and organizations) outside the college in order to strengthen students involvement in the core and co-curriculum

NECESSARY INFRASTRUCTURE

A college advances only when it creates and adjusts the necessary infrastructures. The achievement of financial vitality, program quality, and overall institutional excellence is grounded in the following initiative areas related to the college's infrastructure:

- technology: transform the technological capacity and infrastructure of the college in order to fulfill the mission
- facilities and environment: develop a living learning environment that is both functional and aesthetically pleasing
- governance: develop governance structures which support the college's mission, goals and objectives

Key Decisions for 1995-1996

1. Outsource auxiliary enterprises in order to increase student satisfaction and decrease cost.

2. Decrease staffing in support areas without decreasing service.

3. Implement new programs to generate income for debt reduction and technology enhancement.

4. Implement curriculum review based on new mission statement, philosophy of education, and institutional goals and objectives.

5. Implement a faculty and departmental productivity study. See Appendix for preliminary study summary.

6. Move from a potential student pool of 38,000 to 70,000 names.

7. Establish committee to coordinate institutional image activities and communication of that image. Criteria have been established by the committee.

8. Implement small faculty development groups for faculty growth and accountability.

9. Utilize southern Illinois Young President's Organization (YPO) members to teach in the new Entrepreneurial and Ethics program.

10. Develop program whereby the college serves as a local Internet access provider.

11. Explore cooperative efforts between the campus radio station, WGRN, and a not-for-profit station, WIBI.

Lakeview College of Nursing
Danville, Illinois

INSTITUTIONAL PRODUCTIVITY REPORT
AUGUST 1996

SETTING THE CONTEXT

INTRODUCTION

Lakeview College of Nursing was chartered in November 1894 as the Danville Training School for Nurses. In 1987, the baccalaureate program was formally approved by the Illinois Department of Registration and Education, and the four year program was initiated in January of 1988. For almost one hundred years, the institution has continuously provided nursing education in Danville, Illinois, recruiting from and providing graduates for, communities within a fifty mile radius in Illinois and Indiana.

MISSION STATEMENT

Lakeview College of Nursing is a private institution of higher education which was established in response to identified current and future trends of the nursing profession and the health care needs of society. The mission of the College is to provide to a diverse student population a baccalaureate education with a major in nursing based upon a commitment to caring as the essence of nursing. Caring is empirically identified within the realm of human values; it is expressed through thought, word and action as a way of relating most meaningfully to others.

PURPOSE

The program is designed to meet the needs of men and women from a broad range of ages and backgrounds. The primary focus throughout the program is to promote caring attitudes and behaviors in the professional nurse. The curriculum is designed to provide a liberal and professional educational foundation essential for practicing with ethical judgment, creative and critical thinking; for understanding the individual and environment; for utilizing nursing theory and research; for promoting personal and professional growth and enhancing motivation for continuing education.

The graduate will be prepared at the baccalaureate level in nursing to function as a generalist who is able to utilize the nursing process in a variety of health-care settings. The major roles the graduate will be prepared to assume are direct provider of care, planner/coordinator of care and contributing member of the profession. The baccalaureate program is designed to prepare the graduate for professional nursing practice within the legal framework of the Illinois Nursing Act.

PRODUCTIVITY-QUALITY PRACTICES

Since initiation of the baccalaureate program in 1988, Lakeview College of Nursing has implemented internal and external reviews of the institution, in part through Self Study reports for the North Central Association of Colleges and School in 1989, 1991, 1993 and 1995. Lakeview provided evidence of fulfillment of criteria of candidacy status and accreditation with the Association. At present, a total program review specifically targeted to National League for Nursing requirements is underway coordinated by an appointed chairperson with input from all faculty and department directions. This, in preparation for a site visit from the League in 1997, will provide valuable quality assessment information on which to base considerations for program modifications.

A standardized survey designed for total program evaluation, the Student Satisfaction Inventory (Noel-Levitz Co.), was introduced in Spring, 1996, to obtain student input. Data collected was reviewed by College administration and faculty and utilized as the basis for some program modifications. This will be an ongoing annual process to enhance program quality assessment and improve curricular and management practices.

The institutional Strategic Plan is a dynamic document that guides the College community in activities to meet the stated purposed of the organization. Detailed goals with corresponding activities and expected outcomes provide a framework to implement, monitor and evaluate program offerings and services. The document is reviewed by members of the college community at least annually and modified as necessary by the governing body.

Educational Offerings

Prior to inception of the baccalaureate program, Lakeview College of Nursing established agreements with Danville Area Community College and Eastern Illinois University to offer general education and related courses for the students of nursing. The agreements allow Lakeview students to earn credits in lower and upper division general education courses at the prevailing cost of public and private education in the immediate community setting through an initiative that contains total costs. Lakeview checks its own costs through the cooperative because the employment of a broad range of general education faculty is not necessary. Course scheduling is flexible with the use of day, evening and weekend classes. The flexibility benefits students who actively maintain full and part time employment. Use of classroom space and support resources is more efficient with this approach to scheduling.

Increased scope and availability of nursing education has been enhanced through technology and expansion of course offerings and sites. Membership in the Illinois Prairie Higher Education Consortium telecommunications network has afforded access to distance learning technology. Students may enroll in required related college courses with the possibility of adding to nursing courses in the future. A new nursing elective, Critical Care Nursing, has been introduced on campus. Presentation of nursing theory courses at campus sites is another program enhancement.

Academic assessment is one of the primary foci of the faculty, administration and governing body. Data collected include standardized examination scores, licensure examination results, curricular surveys, student and alumnus questionnaires, community surveys and faculty feedback. Results are used as part of the Total Program Evaluation with deliberate revisions and/or in-depth study of the course offerings.

Support Services

Responsibilities for the various aspects of support services are delegated to individuals most qualified. Restructuring has allowed more efficient coordination of human resources and processes. A full-time staff position has been deleted as a measure to consolidate duties; cost containment was an indirect advantage of this procedure.

Technologically, LCN is in the process of finalizing installation of network software, computers and printers with on-line capability and Internet accessibility to enhance the flow of information within and beyond the College. The benefits of this new computer system will favorably impact productivity with regard to admissions, records, financial aid and other student services as well as increasing service to the community. The system will increase productivity and time saved both intra- and interdepartmentally.

Through a grant project funded by the State of Illinois, the Lakeview College of Nursing library has gone online to offer additional information sources to students and faculty. This will also foster more efficient information retrieval within the State.

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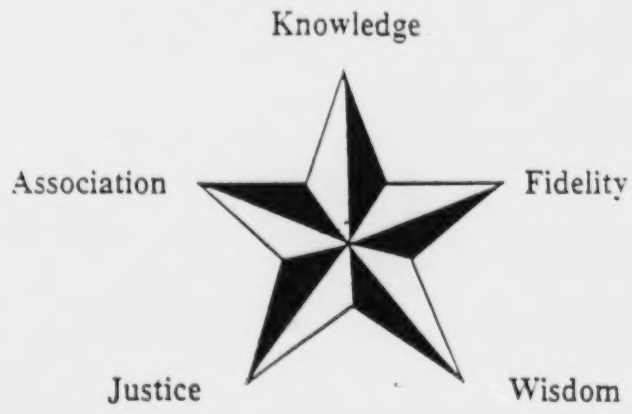
LEWIS UNIVERSITY PRODUCTIVITY REPORT FY 1996

Part I

Setting the Context: Lewis University and Its Environment

The Mission Statement of Lewis University

Faithful to the Lasallian Heritage in Catholic Higher Education



Signum Fidei

Sign of Faith

Lewis University Mission Statement

Lewis University, guided by its Catholic and Lasallian heritage, provides, to a diverse student population, programs for obtaining a liberal and professional education grounded in the interaction of knowledge and fidelity in the search for truth.

Lewis promotes the development of the complete person through the pursuit of wisdom and justice. Fundamental to its mission is a spirit of association that fosters community in all teaching, learning and service.

The Mission and Its Distinctive Values

Knowledge: The result of a lifelong pursuit of learning fostered through creative and critical interaction in a community of learners.

Fidelity: The spirit that recognizes God as ultimate reality, unifying the diverse forms of knowledge in the pursuit of fullness of truth, while recognizing the diversity of human experience.

Wisdom: The result of the integration of reflection and action developed through higher learning throughout all of life.

Justice: The affirmation of the equal dignity of every person and the promotion of personal and social responsibility.

Association: The process of forming a community of mutual respect, collegiality, collaboration and service.

A Reflection on the Mission Statement of Lewis University: A Sign of Faith

When the Christian Brothers accepted sponsorship of Lewis University in 1960, the university adopted the Seal of the Brothers of the Christian Schools. The Signum Fidei (the Sign of Faith) symbolically represents the integration of the distinctive values of knowledge, fidelity, association, justice, and wisdom. Each of these values is significant, but it is only in their union that the mission is pursued. The Signum Fidei is a symbol of the spirit that unifies these distinctive values proclaimed by the university.

Faith is understood to be that process by which a community seeks to claim its heritage, define and animate its purpose, and clarify its values in pursuit of its goals.

Just as the seal of the university provides a common ground for identification, the Mission defines and animates the common life and character of the university and unifies the work of its members.

The Mission and The Heritage of Lewis University

Lewis is a university dedicated to the sharing of knowledge, grounded in its Catholic character, and animated by the Lasallian heritage of the Christian Brothers and their colleagues.

As a university, it is committed to effectively blending liberal and professional education by engaging all dimensions of human experience. Such learning is freely pursued, value-centered, and disciplined. This process seeks to develop educated persons with the knowledge, critical judgment, and wisdom required throughout their lives.

As Catholic, Lewis University fosters the creative interaction of faith with all forms of knowledge in an environment of open inquiry, in the belief that all of created reality is intelligible and coherent. The university seeks a world of justice rooted in community.

As Lasallian, Lewis University seeks to promote a spirit of association based upon a shared mission; a commitment to zealous, mutual, and respectful service by the academic community; and a sensitivity to poverty, injustice, and oppression.

The Mission and the Scope of University Programs

Lewis University seeks to foster Catholic and Lasallian values in its educational programs and campus life. The university offers those academic specializations and learning experiences that prepare students for careers, enhance their professional capabilities, and promote personal growth and competence. Lewis seeks to make available the choice of an institution of higher education that unifies the pursuit of spiritual and moral values, intellectual skills, and career preparation in the context of a unique worldwide Lasallian higher education tradition.

The university motto, **"Large Enough to Serve You, Small Enough to Know You,"** conveys the Lewis commitment to provide a variety of programs servicing many interests in an atmosphere of personal concern for each student.

Lewis University is a private, independent, coeducational university with its main campus in the Chicago suburb of Romeoville. It is Catholic in tradition and character and under the sponsorship of the La Salle Christian Brothers. It welcomes students of all ages, irrespective of ethnic heritage, national origin, religion, or gender.

The university attracts students from college preparatory and pre-professional high school programs, transfer students from other collegiate programs, and adult students whose backgrounds and experience have prepared them to benefit from education at Lewis.

The university has a special commitment to students for whom access to a college education might prove particularly difficult for economic, social, or educational reasons. The university takes seriously its responsibility to students with disabilities.

Lewis offers more than 50 programs in liberal learning, professional education, and technical studies. In addition to undergraduate programs in the Colleges of Arts and Sciences, Business, and Nursing, Lewis makes available graduate degrees in Education, Criminal/Social Justice, Counseling Psychology, Business, Philosophy, and Nursing. The university has a rich and strong heritage in its Aviation Division that offers approximately a dozen two and four-year degree programs. The Romeoville campus is immediately adjacent to the Lewis University Airport. The Lewis University Career Education Program (LUCEP) is a unique undergraduate accelerated degree completion program for adult learners offered in business administration, aviation maintenance, and nursing. Continuing education opportunities in a number of fields are also provided. Lewis University cooperates with the State of Illinois in providing educational services to the state's correctional programs.

Lewis provides access to its educational resources and facilities to the community beyond the university in the Chicago and Joliet metropolitan areas.

Lewis serves both a commuter and residential student body with courses offered on its campus at Romeoville and at its educational centers at Hickory Hills, Oak Brook, and Schaumburg, as well as other sites both day and evening during the week and on weekends.

Educational Goals of Lewis University

As a result of a review of the curriculum, the following goals have been established in concert with the **University Mission**.

1. Lewis University seeks to make available, amid the diversity of Illinois and American colleges and universities, the choice of a university that unifies the pursuit of intellectual development, spiritual values, and career preparation.

2. Lewis is Catholic, and as such, is dedicated to giving witness to the universal message of Christian brotherhood, to fostering in society the principles of justice and peace, to giving witness in its total campus life to the message of Christ, and to being open to men and women of all faiths who seek to make their lives and worlds better.

3. Lewis seeks to provide access to the diverse population seeking a college education today (including growing numbers of part-time students and older students returning to college) its education program.

4. Convinced that the basic and perennial values of intellectual and human development are the fundamental goals of education, Lewis is dedicated to providing experience in liberal learning.

5. Knowing that the basic skills are essential to all further leaning, Lewis supports programs to adequately prepare students for the college experience and for lifelong learning.

6. Aware that a major motivation for students to attend college is preparation for a career, a profession, or graduate school, Lewis offers programs suited both to the needs of its students and the needs of the professions, business, and industry.

7. As an educational institution, Lewis subscribes to the philosophy that the best community service it can provide is to prepare graduates who can serve their communities as competent workers capable of demonstrating ethical responsibility and moral leadership.

Priorities, Quality, and Productivity

During the past four years, Lewis has developed its priorities by focusing on clarifying and bringing understanding to both internal and external challenges currently occurring and those that it might anticipate in the new future. Private colleges and universities face many challenges similar to those faced by public institutions; however, some challenges impact private higher education more. These challenges are particularly difficult for tuition-dependent, limited-endowment institutions like Lewis University.

Internal Challenges:

Lewis has been faced with two particular challenges:

1. renovation of the physical infrastructure to make it more capable of meeting student needs while controlling operating costs; and

2. planning programs and a curriculum that will meet the needs of students entering higher education both today and into the next century.

External Challenges:

Through environmental scanning and marketing analysis, Lewis has identified several external challenges it must address if it is to provide quality programs, increase productivity, and contain costs.

1. The traditional freshman market has partially eroded.

2. Because of economic conditions, trends in employment sector growth, increase in single parent families, and a number of other social/economic trends, discretionary family income has eroded. In past years saving for a college education was more possible. Today, such sacrifice is much more difficult, especially for many of the first-generation college students Lewis serves as part of its Mission.

3. Many students entering higher education today arrive less well-prepared to compete academically. This poses a problem for retention as well as creating a need to provide more services and faculty development programs focused on implementing different teaching strategies.

4. The Information Age requires that students have a command of basic skills as well as being prepared for careers. Because of rapid changes in technology, they will learn and work in very different educational and workplace environments. Access to information and teaching strategies will need to change in order to meet student demand and potential employer needs.

5. Because of potentially declining enrollments, universities and colleges in northeastern Illinois have become more competitive not only for traditional-aged students but also for special markets including transfer students, adult students, and minority students. Expanded sites and offerings have added to the competition. Incursion of out-of-state providers as well as businesses providing directly for the education of their employees will accelerate competition.

6. Federal and state capacity to assist students in their goal to obtain a baccalaureate degree is strained. Recent federal actions limit further educational access. Cost burdens for students are being realized both in the private and the public sector as federal, state, and personal resources are tightening. Cutting costs to keep tuition affordable while maintaining quality, career-related programs has become a necessity.

7. In the past, the vast variety of missions, activities, and purposes of individual institutions of higher education have been unclear to the public. Today higher education is receiving considerable criticism about how its operations relate to student opportunities and learning outcomes.

8. There is an increased pressure of educational accountability evident in employment markets. This trend is expected to accelerate.

Instructional Quality Initiatives

Working within a lean, balanced budget, Lewis University has and continues to begin and complete renovation projects to enhance student resident life, to enhance instructional spaces and the library, and to begin and complete instructional enhancement. Aligned with these has been the approval by the Board of Trustees, in June 1993, of four strategies and planning initiatives for enhancing undergraduate education and student learning:

1. The **library enhancement initiative** includes cooperative efforts with other colleges and universities and enhancement of technological access to information.

2. The **faculty development initiative** includes ongoing opportunities for faculty to develop instructional methods better suited to today's students.

3. The **Center of Academic and Personal Support initiative** combines many support services into one location to provide both personal and academic assistance to all students and particularly those who face greater academic and personal challenges.

4. The **instructional technology enhancement initiative** includes a plan for including technology in the majority of programs and involvement in IBHE consortia for distance learning.

Part II

Priorities, Quality, and Productivity Initiatives FY 1996

Because many private colleges and universities are tuition dependent, cost containment to provide quality programs for the students Lewis serves has been a primary goal in the implementation of university priorities related to enhancing student life and the quality of instruction while increasing productivity, i.e., higher persistence and graduation rates. University priorities are **University Mission** driven and are guided by a recent curriculum review (1992-1993) and implementation of its goals including enhancement and further development of an assessment plan (February 1995). The following initiatives were implemented to achieve university priorities based on the **University Mission**, curriculum goals and to address both internal and external challenges to increase quality and productivity while containing costs.

Productivity Improvements in Instructional Units

1. Non-tenure Track in the Colleges of Nursing and Business

Initiative: Quality education of undergraduates requires access to full-time faculty. In uncertain fiscal times and fluctuating enrollments, universities are prone to increase the percentage of courses taught by part-time and adjunct faculty. Both as a quality measure and as a cost containment measure, rolling contracts continue to be pursued in the university's two professional colleges. This initiative is tied to curricular demands, course demands, and quality instruction. The non-tenure track allows the two colleges to hire talented, credentialed, professional individuals who do not plan to pursue the doctorate but are highly qualified in their professional area to teach courses at a particular level in the curriculum. Faculty hired in this track provide instruction for three-to-six year periods of time to meet university and student needs. During FY 1996 six non-tenure track instructors were hired under this policy.

Cost Savings: Savings from hiring these faculty is approximately $3,500 per faculty member given university salary scales or $21,000 in FY 1996.

2. Center for Academic and Personal Support

Initiative: The Center for Academic and Personal Support (CAPS) opened in October 1995. CAPS provides comprehensive, centralized, coordinated academic and/or personal support for students seeking assistance and will follow-up on faculty-initiated referrals. The goal is to enhance responses to student needs by consolidating a minimum of eight support services: academic counseling, career counseling, career preparation, personal counseling, tutorial program, testing and assessment, SUCCESS program, and Student Achievement Group

Experience(SAGE) program.

CAPS' primary purpose is to increase retention and graduation rates by helping students resolve both academic and personal challenges through intrusive, early intervention focused on preventing withdrawal or stopping out. All entering students AY 1996-1997 were given the College Student Inventory to identify students at risk. CAPS' secondary purpose is to create opportunities for students to serve other students in achieving their degrees through peer tutoring and personal support. CAPS' tertiary purpose is to assist career decision making and placement efforts with more intensity.

Cost Savings: The Center has been identified by the Board of Trustees as a priority (see pages 7-8 above). Funds have been reallocated to implement and coordinate the initiative including relocating existing facilities and services into a centralized, convenient, highly-visible location. These funds allocations approximate $175,000 on an annual basis.

Lewis has historically had freshman retention rates between 65% and 68%. This initiative will target a 5% increase in retention rates over the first two years of operation. Assuming half the improved retention rate in the first year of operation and a student body in the freshman class of an estimated 350, about 10 more students will be retained in the first year -- 20 by the end of the second year of operation. Apart from the critical quality and productivity issues of increasing graduation rates for enrolled students, the initiative should yield increased revenue which will be reinvested in undergraduate educational needs and instructional equipment with a particular focus on computerization. The University's retention gains in FY 1996 have been about 80% of anticipation in last year's report creating a reinvestment potential in computerization and other instructional equipment of $80,000 in FY '96.

3. Sabbatical Leaves

Initiative: The university has increased the number of sabbaticals available to the faculty by 40%. This increase has begun to reduce the number of faculty not granted a sabbatical after working ten or more years at the university. This has particularly benefitted College of Arts and Sciences' faculty renewal in traditional liberal arts disciplines.

Cost Savings: Measuring the quality of instructional improvement in relation to faculty development is difficult. However, past sabbatical leaves have led to enhanced instruction.

4. Faculty Development

Initiative: As part of a $5,000,000 excellence proposal containing four primary initiatives approved by the Board of Trustees Spring 1993 (see page 7 above), the university has increased, by $65,000, its investment in faculty development since 1993. In FY 1996, it is anticipated that $10,000 more will be allocated to development, particularly in the aviation area. Fund raising,

operations' budget reallocations, and endowment interest earnings were used to support this initiative including the position of Director of Faculty Development. As part of this initiative, a portion of faculty development funding will be set aside to specifically support proposals for faculty projects related to one or two key institutional goals. During AY 1996-1997, funds will support a teaching retreat for faculty.

Cost Savings: To date, approximately 40% of all full-time faculty have been involved in programs focused on teaching strategy enhancement, professional development, and instructional skill development. As a result faculty are successfully implementing new instructional skills including immediate feedback, cooperative learning, case studies, interactive video, distance education, and other teaching strategies designed to enhance instruction and student outcomes. This commitment to instructional enhancement evolves out of the university's **Mission** commitment to quality instruction and improved learning environments. Cost savings will be realized in increased student retention rates. Beyond any savings this productivity initiative is yielding benefits in the classroom for student academic achievement.

5. Academic Computer Technology Enhancements and Computerization of Campus

Initiative: The university continued its implementation of the Board of Trustees' initiative on computerization of the campus with the following improvements: networked computerization of the Center for Academic and Personal Support; College of Business computer labs on and off-campus; completion of three-quarters of faculty offices/departments computerization; College of Nursing computerization; upgrades at off-campus sites; computerized circulation in the library; computerization providing Internet and e-mail access to all main campus buildings; upgrade to Pentium level networked computers in the Mathematics Computer Science lab. The University also established a computerized GET HELP DESK and increased its technical computer staff. Additionally, the campus infrastructure wiring between buildings was enhanced creating important communications connectivity.

Cost Savings: The computerization project enhancements have been, minimally, $500,000. These investments will enhance student advisement as well as classroom learning and improve administrative office productivity. Long-term student learning and administrative office productivity results are beginning to evolve at this time. Fully one-half of this initiative was funded through the University's position control system by reducing personnel lines by $250,000.

6. Enhancement of Science Equipment

Initiative: Equipment available in the science laboratories (biology, chemistry, and physics) will continue to be enhanced during the third year of a three-year plan to meet core curriculum needs and increasing enrollment in the College of Nursing.

Cost Savings: Funding previously allocated to the Aviation program has been reallocated to this project to supplement existing budget allocations at a level of $25,000 additionally for 1996-1997.

7. Cooperative Aviation Programming with University of North Dakota

Initiative: Upper division coursework for aviation students has been enhanced through distance education. Access has been provided to top flight national instruction in some courses such as physiological factors in flight.

Cost Savings: Although start up costs approximated $25,000 in equipment investment, both the annual income and the learning enhancement for students have made the program successful. Income from the program was in excess of $30,000 in 1995-1996 and ongoing operating costs only $5,000.

8. Library Vision Project

Initiative: The library circulation has been fully computerized and full access to the University of Illinois and all ILLINET libraries achieved.

Cost Savings: Access to extensive library collections offsets initial investment cost of $40,000. It is anticipated that access and time lines for materials availability will assist in library acquisitions cost control at least $10,000 annually for the low utilization parts of the collection.

Productivity Improvements of the University

Student Life/Retention:

1. Bridge Program

Initiative: The Bridge Program was implemented to assist underprepared, new freshmen in their academic transition from high school to college. This program had more than 70 participants. Nursing students had special programs in mathematics education, while other students took courses in reading and writing as well as study skills and time management programs. The purpose of the program is to improve student retention rates.

Cost Savings: The program will both reduce tutorial instruction during the academic year and assist students in attaining better first semester grades. The program realized a 13% retention increase from historical averages for similar ACT entrance score at risk classified students in 1995-1996. This meant that the program created retention savings of approximately $38,000 or

110 credits of enrolled coursework.

2. Enhanced Student Orientation

Initiative: Student Orientation was delivered in to a two day intensive program during which testing, assessment, and placement efforts were increased with a focus toward student placement. Increased faculty involvement in summer advisement and the class placement provided more support for incoming students.

Cost Savings: This student retention initiative cannot be estimated in relation to retention savings at this time. However, in combination with the Bridge Program initiative and other efforts, it will make an important contribution to overall freshman and transfer retention and graduation rates. The program has received satisfaction ratings of over 90% from participants.

3. Creation of Transcultural Affairs Unit

Initiative: The Transcultural Affairs Unit has absorbed Student Support Team Program (SST) and has increased its support function for the international student body which is growing at Lewis.

Cost Savings: The direct savings of the merger are only $10,000. However, considerable service enhancements have also resulted from the merger. The strategy of "intrusive intervention" to assist students in integrating their personal and academic lives is practiced in the merged Transcultural Affairs Unit.

4. Professionalization of Residence Hall Directors

Initiative: The program brings more full-time, adult presence into the residence halls to enhance the quality of residence hall life and to provide more opportunities for role modeling of responsible and mature personal development of residents. This initiative will enhance resources available for residents and enhance residence hall occupancy. In the most recent phase of the program, undergraduate resident assistants have been reduced from 25 to 16. This has permitted the hiring of 2 graduate assistant positions improving programming and supervision.

Cost Savings: This initiative has created a $15,000 cost savings. Its long-term impact on retention and recruitment is expected to be very favorable. This initiative has been combined with cooperative efforts between Student Affairs and Academic Affairs to create a living learning center environment in the residence halls.

Space Re-engineering Projects:

1. Space Reallocation

Initiative: To enhance work conditions and related productivity by bringing related units into closer physical/work area proximity, the university completed a number of projects in the past academic year. These included: creation of Center for Interdisciplinary Studies for social science programs; improved faculty office spaces in the College of Nursing; expanded and enhanced Education Department faculty space; return of science lab space to Chemistry; more integrated space for Admissions and Financial Aid through unit restructuring; completion of Student Recreation and Fitness Center ; enhanced athletics program offices and facilities; integration of the English as a Second Language Program into the Center for Academic and Personal Support; and upgrades to the University's distance education classrooms.

Cost Savings: No cost savings can be attributed to these projects, but improvements in service levels and communications have occurred that enhance overall university productivity.

Productivity Improvements in University Administration

Personnel Actions:

1. Position Control System Enhancement

Initiative: A tighter position approval process is now in its second year of operation. Positions were examined for their level of being at risk of not being replaced or for their potential for being combined as personnel vacancies occur.

Cost Savings: This system has led to the combination or non-replacement of a minimum of four positions. The net cost savings to the university has been approximately $60,000.

2. Performance Appraisal System

Initiative: The performance appraisal system for all non-academic staff is now in its third year of operation. This system allocates a percentage of salary increase to performance which is recognized as above average performance for staff without increasing the budget line.

Cost Savings: The performance appraisal system, by mandating bonuses for the performance of higher salaried employees, caps future salary growth for the university's highest paid staff. Cost savings of the program were limited during the first year of the program. The program will contain costs minimally $10,000 in its second full year of operation.

3. Raising Faculty Salaries for Rank Comparability

Initiative: The University continues to implement a rank comparability salary increase program for faculty. The level of funding for faculty salaries is set above the general annual increase for the year. This program will invest approximately $100,000 per year for a four-year period. The program began in January, 1996.

Cost Savings: This program is considered as being faculty retention and development program. Comparability of salary to the middle range of regional IIA, comprehensive institutions will afford better opportunities for the recruitment of stronger undergraduate faculty. Student retention and enhanced student learning are focus of this program.

4. Computer Training for Employees

Initiative: The University has begun an extensive training program for all employees in computer basics to enhance productivity. All employees using computers as a significant part of their work will be trained by early Fall, 1996.

Cost Savings: This initiative will enhance communication between all University units on and off campus, reduce meetings, provide Internet access to information for instructional enhancement, and support general administrative enhancement. Productivity increases are anticipated in 1996-1997 from training.

Financial Initiatives

1. Financial Aid Leveraging System

Initiative: Using Noel-Levitz as a consultant, a system for enhanced allocation of institutional financial aid dollars is now in its third year of operation. Institutional dollars are better targeted to a preferred academic and mission-defined student population with reallocated institutional expenditures for the defined recruitment goal.

Cost Savings: This initiative continues to permit the institution to reinvest in institutional scholarship funds for students in the University Scholars Program (ACT 24+) and special support programs for students using the Center for Academic and Personal Support (CAPS). The reallocation provides at least $100,000 in funds for scholarships and CAPS programs in support of underprepared students and mission support for economically needy students.

2. Install trash compactor

Initiative: The University installed a trash compactor for dry waste reduction. The initiative reduces handling and disposal costs.

Cost Savings: While the initiative cost $13,000 in its start up phase, it is anticipated to reduce annual costs from $57,000 to $25,000. The project should return savings for 10 years.

3. Technology Backbone Installation

Initiative: Installed fiber optic cable for main campus, upgraded university Internet linkages, and created administrative local area network with an investment cost of $200,000.

Cost Savings: Project brings University computing capabilities into the mid-range of its educational competitors. It is anticipated that the project will break even in four years.

4. Business Office Improvements

Initiative: Mail service operations enhanced through use of presort company and computerization of ordering process in purchasing reduced costs. Also, electronic funds transfer has reduced labor costs for handling 4,000 loans annually.

Cost Savings: The three Business Office initiatives will save approximately $16,000 annually. Benefits are expected for 3-5 years.

5. Dining Hall Improvements

Initiative: Create enhanced dining facility for students and to attract small conferences.

Cost Savings: University investment of $100,000 should return investment in conference income in approximately 2-3 years.

Prepared
by the
Vice President for Academic Affairs
and
the Office of Institutional Research
August 1996

Part III

APPENDIX A

FY 1996 Productivity Report Summary

Savings and/or Reallocation Value From FY 1996
and Anticipated FY 1997 Productivity Improvements

Unit/Area	Savings	Reallocation
Instructional Enhancement	$21,000	$110,000
Direct and Indirect Student Services	63,000	$15,000
Personnel	320,000	110,000
Student Retention	118,000	50,000
Computerization/Equipment	45,000	300,000
Business & Finance	48,000	16,000
Scholarship/Financial Aid	100,000	100,000
Faculty Development	-	10,000
Total	**715,000**	**711,000**

Prepared
by the
Vice President for Academic Affairs
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the Office of Institutional Research
August 1996

MacMurray College
Priorities, Quality, and Productivity Report
1996

OFFICE OF STUDENT AFFAIRS

Name of Initiative: "The Student Affair"

Year Initiated: 1995-96

Objective: To publish a monthly newsletter covering current programs and activities, that is distributed to faculty and staff. The goal of this project is to enhance communication with faculty and staff, develop a project all thirteen Student Affairs staff members can work on together in the hopes of developing a more cohesive team, and the reward of seeing in print all that was accomplished that month.

Cost/Savings: The cost is extremely minimal; approximately $10.00 a month.

Name of Initiative: Manual for Organizational Advisors

Year Initiated: 1995-96

Objective: To address the responsibilities, offer suggestions, explain proposed procedures and help educate these volunteers.

Explanation: A sixty page manual for advisors to the thirty-five (35) campus organizations has been developed.

Cost/Savings: The booklet costs approximately $40.00 to print.

Name of Initiative: Third Friday

Year Initiated: 1996-97

Objective: To develop a formal program where Student Life staff members donate their time to make physical improvements to the campus environment. It is hoped that students will notice that volunteering is not only being preached, but practiced by the Student Life staff members.

Cost/Savings: No cost is envisioned.

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Productivity Improvements in Financial Aid

Execution of Monetary Award Program Alternative Delivery Process: In order to automate the Illinois State Grant Process, the Illinois Student Assistance Commission has encouraged Illinois schools to incorporate electronic processing for the MAP program. MacMurray participated in the pilot program in 1995-96, and is now fully automated with regard to state programs.

Savings cannot be estimated at this time. The process is more efficient and requires less staff time in tracking paper and payments. Staff hours made availble because of the MAP-ADP automated system will be used to enhance services available to students in other areas of financial aid.

Improvement of Electronic Services for Student Loans and Participation in the NSLDS for Financial Aid Transcripts: While these initiatives are not unique to MacMurray College, they are providing improved services for students throughout the financial aid process. The student loan process has improved tremendously and the exchange of student loan information between lenders, guarentee agencies and schools has eased the process whereby students attain the aid entitled to them.

Once again, the cost savings cannot yet be determined. However, the service provided to students has improved immensley, which is the goal of every intiative introduced to the financial aid administrative community.

Office of Development and Alumni Affairs

Name of Initiative: Organization of MacNet Volunteer Group

Year Initiated: 1994-95

Department Involved: Development and Alumni Affairs

Objective: To provide an effective and efficient means of completing mass mailings, hand addressing envelopes, researching and compiling information concerning alumni, answering telephones and other general office activities by means of volunteers. The goal of these activities is to not only improve the timeliness of information to constituencies, but also to release regular staff members from these activities to pursue other projects and priorities.

Outcome: Prior to 1994, most mass mailings were assembled, stuffed, labeled, addressed, and stamped in the Alumni/Development offices by office staff and paid student workers. Now, the MacNet volunteer group accomplishes these tasks and many more at literally no cost to the College and they complete the tasks in a much shorter time frame.

Explanation: The original organization of the MacNet occurred in 1991 when several local alumnae were asked to volunteer a few hours to help address Christmas cards to be sent to various constituencies of the College. This group of approximately six enjoyed the activity thoroughly, and continued to volunteer their time on an as needed basis. As the Development and Alumni offices went through some staffing changes, this group began to dissipate. In 1993, the College employed a new alumni director who began to revive and expand the group based upon a hospital auxiliary model. Currently the group consists of over 50 active volunteers. Most of their help is associated with activities related to the Alumni and Development offices, but efforts are now expanding into the Admissions office as well as other areas of the College.

Cost/Savings: Cost associated with this activity is very small. Once per year the Development/Alumni office staff hosts a luncheon for everyone associated with the project, cost approximately $400. Savings may be difficult to evaluate. However, we have attempted to keep a record of each individual's volunteer hours. Our records show a minimum of 2,250 hours worked by the MacNet volunteers. One individual worked over 600 hours. Assuming that the average employee works 1,950 hours per year, these volunteers are at least providing the equivalent of a full-time employee to the college. At $5.00 per hour and 2,250 hours worked, the minimum amount of savings to the College is $11,250! Even more savings should be considered as no benefits

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have had to have been paid. If the past two years can be used as an indicator, the program is expected to expand next year in two ways. First, more people are volunteering each year. Second, other offices and departments of the College are discovering the value of these volunteers.

Name of Initiative: Volunteers Assist with Phonathon

Year Initiated: 1995

Department Involved: Development

Objective: To get more people involved with phonathon--calling, helping to prepare response cards for mailing, answering student questions, and other tasks as needed. The more people we have helping with phonathon, the more calls we can make and the more efficient and organized the process will be.

Outcome: Prior to 1995, student volunteers did all the calling and the alumni/development staff did the setup and supplied the support. In 1995, we began an approach to get more people involved. We solicited the entire campus to help by making phone calls, preparing the mail, answering questions, supplying snacks, etc. The MacNet group was also approached to help. One volunteer came every night to make phone calls. Since he was a retired faculty person, he knew most of his contacts and was very successful. Another retired faculty helped keep the running tally and prepared the cards for mailing. Also, the trustees challenged the faculty to see who could raise the most money. At this time the Alumni Board was also asked to assist. Several from these groups worked with the students and helped increase the momentum of the group. Others who lived away did the calling from their homes. Both years new records were set for money raised. We also saw an increase in number of contributors the past two years which we feel is a result of our broad appeal during phonathon.

Explanation: We do our phonathon in-house over a two week period. We try to contact all alumni on our mailing list at this time. Priority is given to donors and non-donor graduates because it is very difficult to make all the contacts in that short of a time period. Students who volunteer their time are our primary callers. They compete for prizes which have been donated by local businesses. Broadening our base of callers has helped us to reach more alumni. We also hope to be able to expand our off-campus calling into a reunion class program with alumni from reunion classes calling their classmates (like a small class agent program).

Cost/Savings: Costs associated with this activity are very small. The cost of mailing the materials is about the only

direct cost. An indirect cost of this project is that the Devlopment office hosts a meal in the Dining Hall for the faculty and trustees that participated in the phonathon. The advantage of the program is an increase in money raised for the Annual Fund. The first year we implemented this approach, Phonathon pledges totalled $123,000, up from $102,000 the year befores. This past year Phonathon pledges were $140,000.

OFFICE OF ACADEMIC AFFAIRS
Name of Initiative: Comprehensive Assessment Plan

Year Initiated: 1995-96

Department Involved: Academic Affairs/Faculty Assessment Committee

Objective: To implement a comprehensive assessment plan which will enable MacMurray College to measure student academic outcomes and evaluate whether its learning goals for students are being met.

Explanation: During the 1995-96 academic year, the ten strategies for the comprehensive assessment plan approved by the faculty and the North Central Association began to be implemented. Two of the strategies are especially noteworthy. An alumni survey was sent to 908 alumni who had graduated since 1987. The College received an excellent 40% response. The survey confirmed the strengths of MacMurray College's curriculum in the areas of communication, leadership, and the development of critical thinking skills. Weaknesses in the curriculum were noted by alumni in quantitative and computer skills.

The ACT College Outcome Measures Program (COMP) objective test was administered to seniors. Approximately 75% of seniors participated. Individual results have been sent to all students. This fall the Faculty Assessment Committee will look at the results and the data will become the basis for further evaluation and improvement of the general education program. Seniors will take this test every three years.

Cost/Savings: There was no cost for additional staff because existing faculty and staff carried out the assessment strategies. The cost of the ACT test was approximately $1,800 and the cost of mailing the alumni survey was approximately $450.

Name of Initiative: Learning Center

Year Initiated: 1996-97

Department Involved: Academic Affairs

Objective: To put under one roof all academic support services and to provide a more wholistic approach to helping students with academic problems. To have all curriculum resources for education majors accessible to students.

Outcome: Putting all academic support services under one roof we hope will make these services more accessible to students and hopefully increase their usage. In addition, it will provide rooms for tutoring. Education majors will now be able to use curriculum resources in the learning center and not have to get them

from the offices of education faculty.

Explanation: The Media Center in the Education Complex has been altered to make it secure. It will be open approximately 30 hours per week in the afternoon and evenings. Gloria Hale, Instructor of General Studies, will be director of the center. Eventually all of the academic support services will be located there: tutoring; writing center; counseling about study skills, test taking, and time management; and computer programs to provide assistance to students in selected areas. Curriculum resources will also be available for education majors.

Cost/Savings: The initial cost of changing the Media Center to a Learning Center will be under $2,000. Four student workers will be added to work at the desk helping students and maintaining security. There will be no additional professional staff. Ms. Hale's job has be redefined.

Name of Initiative: Professional Accountancy Major (150 hours)

Year Initiated: 1996-97

Department Involved: Business Department

Objective: To enable accounting majors to complete the 150 required hours for C.P.A. certification at MacMurray College.

Outcome: Accounting majors at MacMurray College who desire C.P.A. certification can achieve this goal through nine semesters and five January terms of instruction.

Explanation: The professional standards for a C.P.A. and the licensing requirements by the state of Illinois and almost all other states require that accounting majors take 150 hours beginning in 2000. Students will be able to take all of these hours at MacMurray College in nine semesters and five January terms. The program includes a full semester internship, project, and an intensive preparation course for the C.P.A. licensing examination.

Cost/Savings: This new program will need one course taught by an adjunct each academic year., There will be a cost of $800 - $1,000 per year for students who take the C.P.A. review course for licensing. This course will be taught off-campus and not by MacMurray College faculty. The expense of it will be the responsibility of students.

Name of Initiative: Revision of Rhetoric Sequence

Year Initiated: 1997-98

Department Involved: English Department

Objective: To improve the speech component of the Rhetoric sequence.

Outcome: Students will have more intensive instruction in speech and will be able to have more practice giving and critiquing speeches. It is hoped that the oral communication skills of students will improve.

Explanation: The current three-course Rhetoric sequence integrates writing and oral communication. The emphasis has been on developing writing skills and speech has had secondary importance. By concentrating speech in one course, students will have more in depth instruction and will be able to give at least six speeches. Beginning in the fall of 1997 there will be two courses in writing and one in speech. The writing courses will be taken first and second semesters of the freshman year and speech either the second semester of the freshman year or the first semester of the sophomore year.

Cost/Savings: No additional full-time or part-time instructors will be needed for this change in the general education curriculum

OFFICE OF ADMISSIONS

Technology Example

Year project began: 1995
Used Quodata Admiss software statistical reports to determine non-productive inquiry sources and eliminate expense and effort to allow for greater focusing of effort and resources in productive areas.

Goals of Initiative

* Eliminate unproductive expense
* Determine most productive areas of inquiry to focus efforts and resources

Total Costs

Total start up costs: Minimal (software already purchased and in use)

Financial Benefits

Expected annual benefit: $7,000
Minimum expected project life: Will continue annually

Nonfinancial Benefits

* Better knowledge of consumer behavior
* More efficient operation
* More effective use of labor

Statistical review of sources in inquiry pool

Used Quodata Admiss software statistical reports to review admissions activity in order to determine non-productive inquiry sources. The statistics indicated a change in magazine advertising and the reduction of recruiting in Florida. The purpose of the review was to eliminate nonproductive expense and effort to allow for greater focusing of effort and resources in productive areas.

Fiscal Year 1995 savings: $7,000

McKendree College

EXECUTIVE SUMMARY
1995-1996 PRODUCTIVITY REPORT
McKENDREE COLLEGE

The 1995-1996 Productivity Report details efforts of McKendree College to serve better the needs of an expanding student body by providing a quality education. This fall's freshmen's class will represent a projected increase of 80 percent. Additionally, student tranfers for the next academic year represents a 14 percent increase. With McKendree College facing recording breaking enrollments in the fall, the institution is positioning itself to meet the challenges that are already surfacing. This report addresses these challenges by outlining significant areas of priorities and performances being implemented.

I. **McKendree College has established a priority of increasing the number of full-time faculty to meet the needs of our expanding student population.**

The size for this fall's freshmen's class presents a number of challenges for the institution. A major challenge is to maintain our low ratio of faculty to students (15 to 1 respectively). We stronly believe that such a ratio helps us to sustain a quality educational program for our students. To meet this goal, the institution sought to increase significantly the size of its faculty. It achieved this priority item by increasing the size of its full-time faculty by approximately 14 percent. New positions have been added in the areas of English, nursing, psychology, sociology and business.

II. **McKendree College has established a priority for**

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enhancing computer technology on the main campus and its centers at Scott Air Force Base, Louisville, Kentucky and Radcliff, Kentucky.

Due to increasing demands placed upon usage of our computer technology and increasing student population, we have made the purchasing of new computer technology a high priority. We will spend approximately $330,000 on this new technology. We plan to upgrade our computer labs on the main campus and at our Kentucky Centers. We further plan to add a new computer lab at our Scott Air Force Base facility. Such an addition will help to alleviate some of the pressure for usage on the main campus's labs, and will allow us to better meet the computer needs of our students at Scott Air Force Base.

III. **McKendree College has established a priority for upgrading the quality of its adjunct staff.**

The adjunct staff at McKendree play an important role in the education of our students. To maintain a high quality adjunct staff, we have taken several steps to reach this objective. First, a rigorous screening process occurs with chairs of the Divisions, Director of Scott Center and the Associate Dean meeting with adjunct candidates. At these meetings, we screen candidates to ensure that they are qualified to teach and possess the experience to be effective teachers. Additionally, we conduct training workshops for adjuncts, invite them to participate in Division meetings and send them an adjunct newsletter to update them on important informational items concerning the institution and their role in it.

IV. **McKendree College has established a priority in upgrading student life and support services.**

Facing record breaking enrollment in 1995-1996, McKendree College started an ambitious campaign to improve significantly student life and support services. In the area of student life, the institution increased the variety of student activities (e.g., concerts, lectures, exhibits).

This expansion in cultural programming created greater opportunities for students to enrich their lives by being exposed to new ideas and a variety of artistic tastes and talents. Such exposure can help cultivate indivduals with more selective and critical tastes for judging and evaluating expressions of art. Additionally, new sports programs, such as football and track and field, have been added for next year. These programs will add significantly to student life by generating more enthusiasm and a feeling of community amoung students and staff.

Student support services also experienced significant growth. For example, a new Student Transition Program (STP) for freshmen was started. The program proved highly successful for those freshmen selected to participate. The retention rate for those involved exceeded 90 percent. Other areas of growth in support services for students involved the Learning Center and Career Development. Our 1996-1997 academic year will again set enrollment records. The institution plans to build upon its record of improving the quality of student life and support services. We look forward to the challenges of enriching the quality of their lives as members of McKendree community and to providing more services (e.g., new writing center) to help them be successful scholars in a community of scholars.

V. **McKendree College has a priority of better utilization of existing facilities to service its students.**

McKendree College has attempted to contain costs by using more effectively existing facilities for educating its students. Currently, scheduling of classes has been expanded to cover a wider range of times during day and evening hours. Additionally, some weekend classes are now being scheduled to both accommodate students' needs and use facilities that otherwise would not be used on the weekends. For next year, we plan to

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convert several facilities (e.g., library reading room) into classroom space. This will help us meet the anticipated classroom space needs generated by increased enrollments. As a result of better utilization of existing facilities, we have saved several million dollars in not having to build a new classroom facility for next year, but we will need to build one in the near future.

VI. Conclusion

Due to significant increases in enrollment projected for this upcoming academic year, McKendree College has attempted to plan wisely in meeting the challenges that will result from this increase. We have expanded both our pool of faculty and curriculum scheduling patterns, increased technology on campus, and enhanced activities and support systems for our students. As a result of these increases, we have had to expand budget costs. To help us meet these priorities, we have made a modest increase in tuition cost of approximately $30.00 per credit hour. This will help in the funding of many of the additions outlined in this report.

McKendree College looks forward to these challenges that it faces this next academic year. Our actions this year have tried to address the educational challenges in 1996-1997. We believe that our planning and efforts will help us to continue offering a quality education in perparing our students to meet the challenges of the 21st century.

QUALITY AND PRODUCTIVITY AT NORTH CENTRAL COLLEGE[1]
EXECUTIVE SUMMARY

August 20, 1996

ABOUT NORTH CENTRAL COLLEGE

Founded in 1861, North Central College strives to achieve "unity with diversity" by providing the same high quality educational programs taught by the same faculty to all our full-time undergraduate, graduate, part-time evening, weekend, and off-campus students. Each student who so wishes has a faculty member as his or her academic adviser. full-time day students experience a small campus (1300) ambiance with the faculty and staff resources of an institution twice that size. Our student-faculty ratio for Fall 1995 (based only on faculty teaching load) was **14 : 1 with an average class size of just under 16**. Seventy percent of our classes are taught by ful-time faculty, 78% of whom hold the Ph.D. or other terminal degree. Our full-time faculty is supplemented by an equally qualified group of part-time instructors, over half of whom have five or more years of experience with the College. Most part-time faculty bring specialized skills gained from full-time employment in the Illinois Research and Development Corridor into the classroom.

We offer sufficient sections of all courses to ensure that full-time students can graduate in four years, regardless of major, and that transfer students with appropriate preparation can finish at the rate they choose.

As a **comprehensive** institution, we believe that our job is to educate students of all ages for the challenges of a new century and, building upon our heritage and location, to serve *our students* better than any other institution could. We are pleased that researchers such as Alexander Astin are beginning to articulate the notion of talent development or "valued added," not institutional resources or the average college board score of the entering class, as a measure of excellence for colleges and universities. To quote Dr. Astin,

> "The fundamental premise underlying the talent development concept is that true excellence lies in the institution's ability to affect its students and faculty favorably, to make a positive difference in their lives. As far as *educational* excellence is concerned, the most excellent institutions are, in this view, those that have the greatest impact--"add the most value"...to the students' knowledge and personal development.[2]

PQP PROCESS AND INVOLVEMENT

The entire North Central Community, including the Board of Trustees, faculty, administration and staff, is engaged in an on-going effort to improve everything we do. Because we are a private

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[1] A report prepared in response to the Priorities, Quality, and Productivity initiative of the Illinois Board of Higher Education.

[2] Astin, Alexander. 1993. Assessment For Excellence. Phoenix: Oryx Press, p. 7

institution, improvements must be paid for by fund-raising or appropriate cost-cutting measures in other areas. The PQP initiative provided all of us a chance to reflect on what we had been doing all along - attempting to provide the best possible education to each of our students while keeping costs low enough to make that education affordable. We return over 25% of tuition revenues in the form of institutional financial aid.

The Business Affairs Committee of our Board of Trustees is actively involved in overseeing the financial operations of the college. We have had 24 straight years of balanced budgets and fully expect to increase that to 25 when this year's audit is completed early this fall.

PRIORITIES

Several important initiatives have begun in that past few years which fall under the PQP rubric. They include:

* Improving retention and graduation rates of all students, with particular emphasis on students of color.

* Careful study of enrollment history in all departments as part of the schedule planning process. Our goal is to reduce the number of small classes while ensuring that sufficient sections of all courses are offered to meet student needs without increasing course enrollment limits. As a result of these efforts the number of full-time-equivalent faculty for Fall 1995 was the same as for Fall 1994 despite a 5% increase in the number of full-time equivalent students.

* Prudent reduction and reassignment of full-time faculty in response to shifting enrollments.

* Installation of a voice/data/video network across the entire campus. All offices, classrooms, and residences halls are now connected. Students may now connect with faculty via e:mail and several faculty members have initiated electronic discussion groups using this facility, allowing for a wider participation in class discussions.

* Implementation of a campus-wide academic computing network. Each classroom, faculty office and residence hall has access to the network and hence to a wide range of academic software in a Windows environment. Students may plug their own computer into jacks in the residence halls or use public machines available in the library, computer center, and residence halls. We have standardized many software packages (for example, Microsoft Office Professional) so that all instructors may assume a common tool set is available to all students. Additionally, instructors may provide

course-specific software to supplement other instructional materials. A senior faculty member has been appointed as Coordinator of Technology Implementation. In that role he is charged with providing leadership to faculty as we move toward fuller utilization of our new network.

* In consultation with the Board of Trustees and the entire faculty, we have completed a major revision in our hiring, promotion and tenure policies. Our goal is to help all faculty grow in all four of Ernest Boyer's dimensions of scholarship while allowing all faculty members the opportunity to find the most effective means by which they can contribute to the life of the college. Toward this end, we use anonymous course evaluations in every course we offer. Probationary faculty at North Central are evaluated on an annual basis. Course evaluations, a faculty self-assessment, and evaluative letters from the department and division chair are all considered by our Faculty Personnel Committee in arriving at an assessment of each faculty member's contribution to the college. Tenured faculty are reviewed for salary on an annual basis in a like manner. Additionally, tenured faculty undergo a comprehensive performance review every five years. We think this enables us to ensure that faculty are producing at the highest level of which they are capable.

KEY DECISIONS

Because we are a private institution, we alone must bear the costs of each decision we make. As a result, every decision is potentially an important one. Three decisions made in the past few years have been particularly important in shaping the future of North Central College:

- The decision to implement a campus-wide voice/data/video network and the commitment to provide access to that network to members of the College community.
- The decision to revise our hiring, promotion and tenure policies to fully implement Ernest Boyer's model of faculty work into our own view of faculty work.
- The decision to invest considerable effort in the improvement of student retention.

Rosary College

River Forest, Illinois
708 366 2490

PQP FY 96 EXECUTIVE SUMMARY

In Fiscal 1996 several productivity increases were realized resulting in the more efficient use of College resources. The major ones were:

- The elimination of the economics major in the School of Business with a shift of resources to other disciplines.
  Cost Savings $4,500

- Expansion of faculty workloads to include some administrative functions.
  Cost Savings $4,000

- Consolidation of Summer School Bulletin.
  Cost Savings $6,000

- Consolidation of undergraduate and graduate programs in Education.
  Cost Savings $95,000

- Consolidation of computer literacy course across campus.
  Cost Savings $2,000

- Outsourcing of student loan service functions.
  Cost Savings $3,000

- Expansion of campus computer network
  Cost Savings $90,000

- Electronic processing of student financial aid.
  Cost Savings $7,000

- Use of Internet for Student Placement Services.
  Cost Savings $12,000

- Outsourcing of athletic support services.
  Cost Savings $18,500

- Consolidation of Development Office function.
  Cost Savings $6,000

Total Cost Savings=$248,00

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